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AUTHOR Greco, Lisa M.
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ABSTRACT

This curriculum unit on social studies and service learning was developed during the 1996 Presidential elections. In this unit middle school students not only learn about citizenship and democracy, they also practice civic action through voter registration and community surveying. The unit helps students develop critical thinking skills as they become active members of their own communities, and causes them to reevaluate the leadership potential of youth. The unit provides an overview that includes objectives, key terms, and an outline of the 8-part unit: (1) "Introduction"; (2) "History behind the Vote"; (3) "The Nominating Process"; (4) "Electoral vs. Popular"; (5) "Key Campaign Issues"; (6) "Factors That Influence the Election Process"; (7) "Who Should Be President?"; and (8) "Impact of the Elections." Each unit offers student assignments and activities. Appended are a sample student survey on political issues, a sample mock election ballot, and a presidential debates evaluation form. (BT)

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ED 431 685

Teaching the Presidential Elections

by

Lisa M. Greco, M.Ed.

A Social Studies/Service Learning Teaching Unit for the Middle Grades

Prepared for the

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and
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Lisa M. Greco

Eastern Regional Information Center
School of Education
University of Massachusetts Amherst
Amherst, MA 01003

Beth Wohlleb, Series Editor
Robert Maloy, Project Director

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TEACHING THE PRESIDENTIAL ELECTIONS

by

Lisa M. Greco, M.Ed.

University of Massachusetts, Amherst
School of Education
Summer 1997

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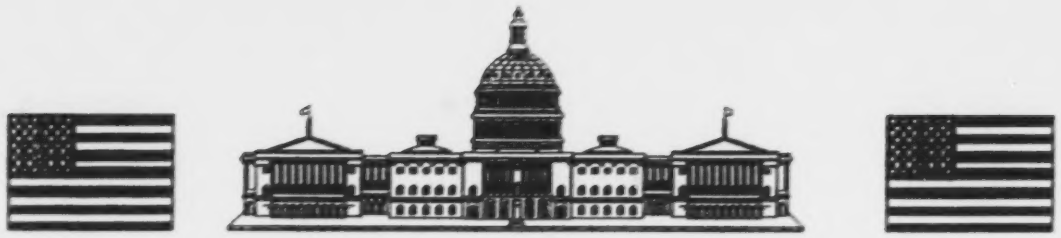

THE ELECTION PROCESS

Subject: The Presidential Elections

Grade Level: 7-9

Rationale:

An important aspect of social studies is civic education. Given the fact that this past year was an election year, it offered a wonderful opportunity for students to see democracy at work. Even though middle schoolers are not of voting age, it is important for them to begin understanding the political process and their role in helping to choose our nation's leader. This unit also offered an opportunity for young people to voice their opinions about the candidates and the issues facing the country as we look towards the 21st century. My hope in doing this unit was to foster a sense of civic responsibility in my students and to inspire them to take their rightful place in the democratic process.

Unit Objectives:

1. To trace the nomination process for presidential elections.

2. To distinguish between the popular vote and the electoral vote.

3. To identify the cultural, political, and economic factors that influence the election process.

4. To evaluate the qualifications of potential presidential candidates.

5. To assess the short and long-term impact of presidential elections on individuals and on local, state, and federal governments.

Key Terms:

candidate, caucus, convention, primary election, electoral college, Democrat, Republican, campaign, amendment, nominee, polls, inauguration

Unit Overview:

The unit began the second week of school in early September and went until a week after the actual elections took place on November 5th (roughly 10 weeks). The idea was that students would be able to see the events and process as it unfolded before them. Working on an interdisciplinary team, we traditionally devoted our Friday classes to any thematic units the team was working on. Thus, the actual lessons for the Elections Unit and related activities were done primarily on Friday class days. I only worked cooperatively with the math teacher for this particular unit. The topic of public opinion polls and graphing their results naturally lent itself to mathematics. She worked with the students on creating biased and unbiased questions for a community survey, while I, as the social studies teacher, designed activities around the history of voting, the election process, and socio-political factors that affect elections. Our joint effort was very succesful and this unit could easily be done by an entire interdisciplinary team.

Unit objectives were met through a variety of activities that included cooperative group work, student journal reflections, class discussion, and individual projects. The unit began by giving students some historical background on voting in America, then moved to a focus on the nominating process and the electoral college. Student's critical thinking was encouraged through a discussion of key campaign issues and an examination of the social, political, and cultural factors that influence the election process. The unit culminated in school wide mock election on November 5th.

One goal of the unit was to incorporate a community-service learning activity that involved the students and the community at large. A major concern for modern day elections is voter turn out. We observed this to be a factor in our own local community and decided to hold a Voter Registration /Awareness Drive within the community. Working with the local town clerk, community organizations,and local businesses, the eigth grade class organized and set up booths for two days at prominent community sites. Locations were outside the local post office, convenience store, and on the town common. The Voter Drive was advertised within the community through flyers, the local newspaper, and the local cable channel. Meanwhile, at school, the students prepared poster signs with sayings like "Your Vote Counts!", "Make A Difference, Vote Today" and "Vote For Me Today, I'll Vote For You Tommorrow." They created banners, designed flyers to inform people where they could register to vote, and constructed small U.S. flags to pass out with reminders on the back to 'Vote on November 5th'. Each booth also contained voter registration forms which students could give to individuals who had not yet registered to vote. For two days, 87 middle school students rallied the public to become active citizens and in the process, learned what true citizenship is all about.

In addition to encouraging the community to vote in the upcoming elections, students also conducted a community survey about what public opinion was concerning the candidates and the issues. They created the survey in groups during their Math classes on Fridays (see Appendix A). This was probably the most powerful component of the drive because it allowed the students to interact with community members and learn what their feelings were about contemporary issues. It also provided an opportunity for the community to see that the students were invested in

their future and cared about their community's participation in the election process. Many community members commented to the teachers and parent volunteers who helped at the drive how wonderful it was to see young people involved and informed about what was going on in the country. It was a great experience for all.

Other activities done through this unit were mock debates in which an entire middle school assembly was held to watch student square off in the roles of the candidates and a school-wide mock election. For the mock election, each student registered to vote in homerooms. Through their respective social studies classes students learned the actual precinct they belonged to. On our Mock Election day, one classroom was converted into 'Voting Headquarters' with different areas of the classroom representing different precincts. Each 'voting booth' was run by the students and a schedule for the day was set up so that individual classes could vote throughout the day (see Appendix B).

Unit Outline

I. Introduction
   - A. Election Year 96' - The Candidates
   - B. Overview of Unit

II. The History Behind the Vote
   - A. The Voting Rights Act
   - B. The Vote and African-Americans
   - C. Women and the Vote
   - D. *Voter Registration Drive*

III. The Nominating Process
   - A. Steps to the Presidential Nomination

IV. Electoral vs. Popular
   - A. What is the electoral college?
   - B. Should the electoral college be abolished?

V. Key Campaign Issues
   - A. What are the key issues of this election
   - B. Issue of the Day

VI. Factors that Influence the Election Process
   - A. Cultural, Political, and Economic
   - B. *Community Survey* - what do the voters think?

VII. Who Should Be President?
   - A. Evaluating the Qualifications of Presidential Candidates
   - B. *Mock Election*

VIII. Impact of the Elections
   - A. How do the elections affect our local? state? and federal government?
   - B. What impact do these elections have on our own lives?

Unit Assessment:

There were **five** assignments that students were responsible for handing in throughout this unit for a grade. Each piece was worth 20 pts. At the end of unit, all five parts were totaled into a final project grade. Students were not expected to hand in everything at once. Each piece was assigned and explained as we moved through the unit. As you will see, there is a handout to go along with each assignment as it came up.

(20 pts)	1. Article Responses (4)
(20 pts)	2. Opinion Essay
(20 pts)	3. Watch a Debate
(20 pts)	4. Community Survey
(20 pts)	5. Your Own Presidential Candidate
100 pts	

Description of Five Assignments:

1. ***Article Responses*** ____

An important aspect of this unit is being aware of what's going on with the election. This means watching the news and also, reading the newspaper! In this assignment, you are asked to gather 4 articles about the Presidential Elections from a local or national newspaper. For each of the articles, you are asked to write a one page response or summary of what the article was about. The 'Article Response' handout indicates what information your summary should include.

2. ***Opinion Essay*** ____

In this unit we will be discussing the electoral college vote. Many people feel that the presidential elections should be determined by the popular vote, not by the electoral college vote. You will learn more about the controversy surrounding the electoral vote in class. For this assignment, you will be asked to write a one page essay on whether **you** think the electoral college should or should not be abolished and why.

3. ***Watch a Debate*** ____

On their way to election day, the candidates square off in presidential debates. The debates are an important way for the public to hear what position a candidate holds on important issues and whether or not he/she can hold up to tough questions. Debates can get very heated. They can either hurt or help a candidate's chances for winning the presidency. In this assignment, you are asked to watch a presidential debate. Afterwards, you are asked to rate the different candidate's performance and answer questions summarizing the value and impact of the debate.

4. ***Community Survey*** ____

In this assignment you are asked to conduct a survey of at least 2 people in the community to identify voting patterns and to see what issues people feel are the most

important in this election year. You will receive a questionnaire form to aid you in this assignment. Afterwards, you will compile your results - comparing voter behavior with age, gender, and occupation of the people you interviewed.

5. ***Presidential Candidate*** _____

We will spend time in class discussing what qualifications an individual should possess in order to be President of the United States. If you were are asked to come up with your own ideal presidential candidate who would that person be? What sorts of qualities would that person possess that would make you feel that he/she was right for the job? In this assignment, you are asked to create your own Presidential Candidate. You'll need to write a brief biography of your candidate discussing reasons why this person would be qualified and you will need to create a picture/poster of your candidate.

Elections Unit ..... Activity 1

Subject: Introduction to Unit

Learning Objectives:

- to introduce purpose of the studying the presidential elections
- to give general overview of unit

Procedure: Election Year 96' - The Candidates

- Ask students who the candidates are for this year's elections. Write these names on the board. Identify which party each candidate is representing.

- In small groups, encourage a discussion about what students already know or don't know about elections. Have students fill out a KWL chart. On this chart, students are asked to list what they already know about the elections (**K** Column). They may recall what they have seen on television, read in the papers, or discussed with their parents. Then they are asked to fill in the **W** column with things they want to learn or know about the elections. This is really a list of questions that may serve as a basis for what to cover in the unit.

- Have groups share their list with class as a whole. Through this activity many of the student's negative and positive views about the political process can be brought out and this offers a good starting point for discussion.

- Towards the end of the unit, students can then go back and fill in the **L** column with the information that they have learned through the course of the unit.

Materials:

KWL chart for each student

K What I Know	W What I Want To Know	L What I Learned

Elections Unit ..... Activity 2

Subject: The History Behind the Vote

Rationale:

Before even beginning to develop any understanding of the election process, it is important for students to have a conception about the struggles for the right to vote in America.

Learning Objectives:

- discuss the struggles of diverse groups to gain the right to vote
- create a visual display of an important voting amendment

Procedure:

- Share with students that not everyone throughout America's history has enjoyed the right to vote. In fact, only white men who owned land could vote in the early days of our nation. Today, nearly every citizen 18 or older can vote. Through this activity students will examine how the right to vote was expanded throughout history.

- Divide students into five groups. Assign each group one of the following amendments to research:

a) 14th Amendment
b) 15th Amendment
c) 19th Amendment
d) 23rd Amendment
e) 26th Amendment

(One may consider doing a day of research in the library or bringing resources into the classroom for student use.)

- After completing their research, groups are asked to create a visual presentation (poster) of that amendment for the class. Posters can be placed on a timeline in the classroom. Through this visual display, students can then discuss the evolution of the vote and how not being able to vote may have affected certain groups in society.

Vocabulary: amendment

Materials:

library resources, internet access, poster paper, markers, colored pencils, magazines, scissors, and glue

Elections Unit ..... Activity 3

Subject: The Nominating Process

Learning Objectives:

- define key terms related to the nominating process
- arrange sequence of events in nominating process

Procedure:

- Through a reading or handout have students look up and define the following key terms:
  - candidate
  - convention
  - primary
  - nominee
  - polls
  - inaugurated

- Once students understand these terms, prepare individual flashcards or sentence strips of steps in the nominating process. Place them in random order on the board.

(1) Candidates announce their plans to run for Presidency.
(2) State primaries or party conventions meet to decide winner.
(3) Delegates are sent to national convention.
(4) Millions go to polls to cast their vote on Election Day.
(5) The electoral college meets.
(6) The new president is inaugurated.

- In small groups or individually, have students arrange the steps in the proper order on a separate sheet of paper. When all have finished, have each group share their list by hanging them on board or some location visible in the room. There may be variations. Encourage those who disagree with the order to offer their opinions. Arrange the cards in order according to what the majority agrees with until finally, the correct sequence is achieved.

- Leave final list on board. Refer back to it throughout the unit as events in the news unfold that illustrate that particular step.

Materials:

Suggested resource - "Our Elections" by Richard Steins, flashcards or sentence strips, markers, small poster paper

Elections Unit ..... Activity 4

Subject: Issue of the Day

Learning Objectives:

- discuss key campaign issues of the elections
- summarize newspaper articles highlighting the elections

Procedure:

• For this unit, students were asked to gather four articles about the Presidential Elections from a local or national newspaper. For each article, students were asked to write a one page summary of what the article was about.

• In keeping with this idea of current events, for one full week the class held an "Issue of the Day." The first ten minutes of class were devoted entirely to discussing a hot issue in the elections that students may have read about. This was entirely an open forum which simply allowed students the opportunity to voice their opinions on certain key issues. Topics for discussion included crime, education, drugs, the economy, and the environment.

• These discussions often became very lively and at times, heated. In fact, students were so engaged in the discussion that ten minutes sometimes turned into the entire class period, particulary on the issue of education and drug use among teens. Students commented long after the "Issue of the Day" week ended that they really liked having these open class discussions and wanted more.

• Some journal type homework assignments also sprang from these discussions. For one such assignment, students were asked to go home and write about changes they wanted to see happen in education. Student recommendations included:

- more real life application
- summer programs
- after school programs
- extra help in classes
- lower costs for college tuition

• These discussions helped students to have a better sense of where the candidates differed on certain key issues and also aided their understanding when watching the Presidential Debates.

Materials:

newspaper articles, journals

Name _____ Period_____

Article Response

Title of Newspaper :_____

Date of Newspaper:_____

Title of Article: _____

Summary of Article:

Elections Unit ..... Activity 5

Subject: The Electoral College

Learning Objectives:

- to distinguish between the popular vote and the electoral vote
- to discuss arguments for and against abolishing the electoral college system

Procedure:

- Ask the class to vote between the following two as their favorite place to eat: Burger King or McDonald's. Have them write their choice on a slip of paper. Put the ballots in box to be counted later.

- Randomly divide the class into five groups of different sizes - each group representing the states of New York, Illinois, Massachusetts, Oklahoma, and Montana. Group the class to represent as closely as possible the number of electoral votes each state has in the electoral college.

New York = 10
Illinois = 7
Massachusetts = 3
Oklahoma = 2
Montana= 1

- Each "state" should meet and decide which of the two (Burger King or McDonald's) it wishes to elect. The majority rules in these meetings - a unanimous vote is not needed. However, all the states electoral votes will be given to only one of the two restaurants. Have representatives from each group announce their selection.

- As each state announces, tally the number of electoral votes under each choice. Add the electoral votes so class can see who wins by this method.

- Now, go back and count the popular vote. List the tally on the board. Who wins by this method of voting? Compare the results to the electoral vote. Did the election come out the same or differently? How can two methods produce different winners?

- Read handout "The Electoral College" - discuss this system with students. Discuss what strategy a candidate might use to increase his or her chances of winning under the electoral college system.

- Assign Essay- Should electoral college be abolished?

Vocabulary:

electoral college, direct and indirect election, popular vote

Materials:

Handouts -'The Electoral College', overhead, state signs, ballot slips

THE ELECTORAL COLLEGE

What is the Electoral College?

Did you know that voters in the United States don't actually vote for the President? When they go to the polls on Election Day, they are actually voting for a group of electors. So, the president and vice president of the United Stares *are not really* elected on Election Day. They are actually elected by a few hundred people in the following December.

When you vote for a mayor, senator, or judge, you are voting directly for that person. When you vote for president, however, you are not actually casting a ballot for your candidate. The name does appear in the voting machine, but when you pull the handle next to a presidential candidate's name, you have actually voted for an **elector**. An elector is a person pledged to vote for your candidate.

Why this system?

The delegates to the Constitution Convention in 1787 decided on this system of **indirect election** of the President. They had long debates about how to make sure that the best candidate would be chosen to be President. Some delegates supported a **direct election** by citizens. Others were in favor of having Congress choose the President.

The delegates finally agreed on a compromise: the President would be elected by electors chosen by each state. This way, ordinary citizens in each state would have a say, but the final decision would be made by people who were better informed about the candidates and the issues.

This system of electing presidents was established by the U.S. Constitution in 1789. In Article 2, Section 1, the Constitution states: "Each State shall appoint ... a Number of Electors, equal to Number of Senators and Representatives to which which the State may be entitled in the Congress." The electors chosen by each state are called the **Electoral College.** They are not a college in the usual sense. They are a group of people who officially elect the president and vice president of the United States.

For example, California has fifty-two members in the U.S. House of Representatives and two members in the U.S. Senate. In the Electoral College, therefore, California has fifty-four votes (52 +2= 54).

The larger the state, the more votes it has in the Electoral College. Because no state has fewer than one representative, and all states have two senators, the smallest state will still have three electoral votes.

How does the Electoral College work?

To win, a candidate must put together enough states in the election to get a **majority** (more than half of the total) of the Electoral College. If no candidate wins a majority in the Electoral College, the president is then chosen directly by the House of Representatives.

The electors meet in their home states and cast thier votes. Congress is then authorized to count the votes. The Electoral College meets officially in December. Its votes are sealed and sent to the U.S. Senate. When the Congress meets in January, the current vice president of the United States unseals the envelope and announces the results to the Senate.

This is the official moment at which the president and vice president are really elected. Of course, you and every other American have known the results two months before. On that Tuesday evening in November, television reporters announced the results even before the all the votes were actually counted.

Should the Electoral College Be Abolished?

Over the years, there have been many criticisms of the Electoral College system. Some of the attempts to change it have been successful. But two important criticisms still remain. First, there is no guarantee that an elector who is pledged to vote for a certain candidate will actually do so. Only a few electors have switched their vote, yet, none changed the outcome of the election. The second criticism is about the winner- take- all system. A nominee can get all of state's electoral votes just by getting one more popular vote than the opponent. Because of the system, three nominees have been elected President even though their opponents received more popular votes nationally.

WHAT DO YOU THINK?

In your opinion, is the Electoral College a good way to elect a President?

* Write a **one-page** essay on whether the electoral college should be abolished or whether we should keep it. Explain your reasoning.

Due Date: _____

Elections Unit ..... Activity 6

Subject: Factors That Influence Elections

Learning Objectives:

- to identify cultural, political, and economic factors that influence the election process
- to identify, compare, and defend their opinions on factors that influence elections
- to analyze voting patterns based on a community survey

Procedure:

- Allow 5 minutes at beginning of class for students to write down items that they think have an influence on elections. Single words such as money, image, media or personality are appropriate.

- Have students share their lists. Compile class ideas on board

- Divide the class into small groups, and have each group rank the ideas in order of their importance in the elections. Have each group share its ranking with class. Discuss discrepancies and similarities in the rankings.

- Introduce 'Community Survey Assignment' where students will conduct a brief survey of why people do or do not vote and what factors they feel influence how people vote. Each students should ask **two** members of the community to participate. Encourage students to seek people of different ages, gender, occupations, and backgrounds.

- Have students compile their results. What patterns did they find? What do these patterns reveal? Students can also graph these results to display in the hallways.

Vocabulary:

cultural, political, economical

Materials:

paper, markers, surveys

Community Survey:

Factors That Influence Presidential Elections

Name: _____ Occupation: _____

Age: _____ Gender: M or F

What Do You Think?

Put a check in the column that most accurately reflects your opinion on each statement.

Agree	Disagree	
Δ	Δ	1. Behind every successful candidate is a clever image-maker.
Δ	Δ	2. Today, people are more likely to vote for the person than the party.
Δ	Δ	3. If two candidates are otherwise evenly matched, the winner will be the one who looks and sounds better on television.
Δ	Δ	4. Qualifications, issues, and proposed solutions decide elections.
Δ	Δ	5. Having many powerful, popular, and rich supporters ensures election to office.
Δ	Δ	6. The media has the greatest influence on a candidate's image.
Δ	Δ	7. The candidate with the most money to spend on their campaign wins.
Δ	Δ	8. The economic and social climate at the time of the election has the greatest influence.

Voice Your Opinion

1. Do you vote regularly? Why or Why not?

2. Why do you think only 50 percent of the voting population votes in presidential elections?

3. How important are television and other forms of campaign advertising in determining for whom you will vote?

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Name _____ Period ____

Reflection on Survey

Directions: Based on your survey, answer the following in complete sentences.

1. Which two individuals did you choose to interview and why?

2. What were the results of "What Do You Think" part of your survey? Did the individuals mostly agree or disagree with the statements?

3. What do you think your results say about presidential campaigns and elections? Do people view them positively or negatively?

4. Why do you feel many people don't vote in elections? Explain fully.

Elections Unit ..... Activity 7

Subject: What Makes A Good President?

Learning Objectives:

- to analyze the charateristics considered essential in deciding who is qualified to be president
- to speculate on what characteristics the nation as a whole considers important

Procedure:

•Divide the class into groups of five. Distribute Handout - "Candidate Biographies". Ask students to read the descriptions individually, and then have each group discuss and rank the hypothetical candidates from one to seven according to who they think would make the best president.

• After allowing ten minutes for group discussion, have someone from each group share the order in which they ranked the candidates and why?

• Possible discussions questions might include :

- Are there any qualifications that students feel should not be compromised?

- Which qualifications are desirable but not essential?

- In general, what are ideal characteristics a good president should have?

- How would it affect the elections if the candidate were a woman? African - American? divorced? If the candidate admitted he/she had a problem with drugs or alcohol?

• Assign "Your Own Ideal President" assignment

• As the November 5th date approaches, hold your own school-wide Mock Election. For this unit, our whole middle school participated (see overview).

Materials:

paper, markers, Handout- Candidate Biographies, "Ideal President" assignment sheet

Candidate Biographies

Candidate	Education	Religion	Major Occupations/ Military Service	Personal Data	Age at Time of Possible Candidacy
Candidate 1	little formal education; local tutors and self-educated	no specific denomination	postmaster, lawyer, store owner, army captain, U.S. representative, noted public speaker	married, four children	51
Candidate 2	Bachelor of Arts, Stanford University	Jewish	member of city council, mayor, U.S. senator	married twice	67
Candidate 3	Bachelor of Arts, City College of New York; Masters Degree, George Washington University; graduate, National War College	Protestant	career military officer, assistant to secretary of defense, member of National Security Council, chairman of the Joint Chiefs of Staff	married, two children	57
Candidate 4	little or no formal education; private tutors	no specific denomination	surveyor, farmer, commander in chief of armed forces, chair of constitutional convention, member of Congress	married, two stepchildren	57
Candidate 5	Bachelor of Arts, Yale; law degree, University of California-Berkeley	Presbyterian	lawyer, member of state assembly, mayor, U.S. senator, governor	married	62
Candidate 6	Bachelor of Arts, University of Texas	Episcopalian	broadcast journalist, bank executive, candy manufacturer, state treasurer	married, two children	57
Candidate 7	high school education	Methodist	U.S. Army, farmer, store owner, U.S. representative, U.S. senator, vice president of the United States	married, one child	64

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Due Date: _____

YOUR OWN IDEAL PRESIDENT

Background:

We have spent time in class discussing what qualifications and characteristics and individual *should possess in order to President of the United States. If you were asked to come up with your* own ideal presidential candidate what would that person be like? What sorts of qualities would that person possess that would make him/her "right for the job."?

Assignment:

- Write a **1-2** page biography of a fictional person entitled " My Ideal President".

- Your ideal president could be based on someone that is real but that person's name should not be revealed in your biography. In other words, you could have someone in mind that you think would make a good president and you could base your paper on that person without revealing who they really are.

- Your biography should include an Introduction, 4 well thought out and clearly written paragraphs, and a Conclusion. The four paragraphs should address the following questions:

1. What would be the personal background of your ideal president?
   - Education
   - Age
   - Religion
   - Gender
   - Family Life

2. What kind of professional experience (political or otherwise) would your ideal president have?
   - Major Occupations or Offices held
   - Military Experience
   - Community Involvement

3. What characteristics or qualities would your ideal president have? Discuss at least four important ones to you.
   - Personality
   - Ability to deal with people
   - Leadership
   - Honesty/Integrity

4. What do you think your ideal president would have been like at your age and in middle school?
   - Activities/Clubs
   - Sports
   - Music
   - Dress/style
   - Grades

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Appendix

Appendix A- Student Survey On Politiccal Issues

Appendix B- Great Falls Middle Schoo>l Mock Election Ballot

Appendix C- The Presidential Debatess Evaluation Form

STUDENT SURVEY ON POLITICAL ISSUES (w)

PLEASE CIRCLE YOUR PREFERENCE

PRESIDENTIAL CANDIDATE

a. Clinton b. Dole c. Perot

SENATORIAL CANDIDATE

a. Kerry b. Weld

1. Do you think we should have more police to control crime?
   a. yes b. no
2. Do you think the public school hours for the year should be
   a. longer
   b. shorter
   c. the same
3. Do you think abortions should remain legal?
   a. yes b. no
4. Do you think that taxes should be raised to pay off the national debt?
   a. yes b. no
5. Should there be governmental regulation over health care benefits?
   a. yes b. no
6. Do you think that sentences for people who sell drugs should be?
   a. between 5 & 10 years b. shorter than 5 years
   c. longer than 10 years d. community service
   e. no change
7. Do you think the drinking age should be lowered?
   a. 18 b. 21 c. 25 d. eliminated
8. Do you think the death penalty should be legal in this state?
   a. yes b. no

MOCK ELECTION

Tuesday November 5, 1996

* OFFICIAL BALLOT *

TO VOTE FOR A PERSON MARK A CROSS X IN THE SQUARE AT THE RIGHT OF THE NAME

PRESIDENT AND VICE PRESIDENT

Only Vote for ONE

CLINTON AND GORE ----------Democratic ☐

DOLE AND KEMP---------- Republican ☐

PEROT AND CHOATE ----------Reform Party ☐

OTHER _____ ☐

SENATOR IN CONGRESS

Only Vote for ONE

JOHN KERRY ---------- Democratic ☐

WILLIAM WELD ---------- Republican ☐

REPRESENTATIVE IN CONGRESS

Only Vote for ONE

JOHN OLVER----------Democratic ☐

JANE SWIFT ---------- Republican ☐

QUESTION 1

Law Proposed By Petition

SUMMARY.

The proposed law would do the following:

1. Prohibit the use, setting, manufacture, or possession of any trap to catch fur bearing mammals. Traps designed to grip an animal's body such as steel jaw leghold traps and snares would be prohibited.

2. Prohibit the pursuit or hunting of bear or bobcat with aid of dog(s). Hunting bear using any type of bait, lure, or attraction would be prohibited.

3. Eliminate the requirement that five members of state Fisheries and Wildlife Board have held sporting licenses in the state for 5 consecutive years and that 4 members represent fishing, hunting, and trapping interests.

A **YES VOTE** would prohibit the use of certain traps for fur-bearing mammals, prohibit certain methods of hunting bear or bobcat, and eliminate some restrictions on who may serve on the Fisheries and Wildlife Board

A **NO VOTE** would make no change in the trapping or hunting laws, and keep restrictions on who may serve on the Fisheries and Wildlife Board

Do you approve of the law summarized above?

YES ☐

NO ☐

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The Presidential Debates

Since the first televised presidential debate in 1960 helped put John F. Kennedy in the White House, a candidate's ability to perform under the glare of TV lights has become a large factor in the outcome of American presidential elections. According to media experts, later debates helped Bill Clinton but hurt Richard Nixon and Michael Dukakis. What will be the outcome when the candidates face off this fall? Will a decisive "win" make a difference? Should it? Tune in to one of the 1996 Presidential debates and "score" it using the chart on this page. Then summarize the value and impact of the debate by answering the questions that follow.

For each category, assign a rating from 1 (lowest) to 5 (highest)

CATEGORIES	CLINTON	DOLE	OTHER CANDIDATE
Opening statement			
Strength of argument			
Depth of knowledge			
Use of evidence			
Logic			
Responsiveness to questions			
Delivery/articulateness			
Composure			
Presidential quality			
Personal appeal			
Closing statement			
Overall impression			
Total Score			

*Do you think the debates will help voters make their decision on Election Day? On a scale from 1-5, rate the value of this debate as a source of information for voters. Explain your rating.

Reprinted From Time : 1996 Mock Election Issues Forum, MacMillan/McGrawhill

Reflection on the Debates..... (Responses must be in complete sentences and essay format)

1. Do you feel that watching the debates helped you learn more about the candidates and the issues? Explain fully.

2. Which candidate do you think will benefit most from these debates and why? In other words, which candidate might take a "jump" in the polls as a result of his performance at the debates.

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